DOCUMENT RESUME

ED 045 214 PS 004 198

TITLE	Cross-Cultural Family Center, San Francisco, California: A Nursery School Providing a Multicultural Curriculum to Promote Racial Understanding and Acceptance. Model Programs--Childhood Education.
INSTITUTION	American Institutes for Research, Palo Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
REPORT NO	OE-20132
PUB DATE	70
NOTE	16p.; Booklet is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December, 1970
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HF 5.220:20132, $0.15)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Cross Cultural Training, *Cultural Awareness, Ethnic Groups, Ethnic Relations, *Intercultural Programs, Neighborhood Integration, *Nursery Schools, Pamphlets, Parent Education, *Parent Participation, *Preschool Programs, Race Relations
IDENTIFIERS	NICE, Nurseries in Cross Cultural Education

ABSTRACT

The Family Center is the direct outgrowth of Nurseries in Cross-Cultural Education (NICE) and is committed to the values of cross-cultural associations. Families approach the education of children 2 to 5 years as an intercultural preschool experience whose influence extends outward to the multi-ethnic neighborhood. Parents are encouraged to participate, interacting with the staff and each other during formal and informal sessions. The project staff offer a course on working with young children to interested mothers. Positive contributions stemming from this project are that the children involved seem to be developing without racial or class prejudice and the parents are more open-minded in accepting members of other socioeconomic and racial groups as friends. The materials and films developed may be useful to other projects whose aim is to develop cross-cultural understandings. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general. (Author/WY)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PS 004198
ED045214

OE-20132

Model Programs

Childhood Education

Cross-Cultural Family Center

San Francisco, California

A nursery school providing a multicultural curriculum to promote racial understanding and acceptance

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
Terrel H. Bell, *Acting Commissioner of Education*
OFFICE OF ECONOMIC OPPORTUNITY
Donald Rumsfeld, *Director*

Prepared by the American Institutes for Research under contract with the Office of Education and cooperative funding by the Office of Economic Opportunity in support of the White House Conference on Children. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the program described herein, like every program or activity receiving Federal financial assistance must be operated in compliance with this law.

Superintendent of Documents Catalog No. HE 5.220:20132

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1970

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 15 cents

ED 045214

FOREWORD

This booklet is one of 34 in a series of promising programs on childhood education prepared for the White House Conference on Children, December 1970. The series was written under contract by the American Institutes for Research for the Office of Economic Opportunity, and the Office of Child Development and the Office of Education, U.S. Department of Health, Education, and Welfare.

Within the broad area of childhood education the series includes descriptions of programs on reading and language development, the disadvantaged, preschool education, and special education. In describing a program, each booklet provides details about the purpose; the children reached; specific materials, facilities, and staff involved; and other special features such as community services, parental involvement, and finances. Sources of further information on the programs are also provided.

Solving the problems involved in maintaining nurseries for children in big city, interracial neighborhoods is not easy. The Cross-Cultural Family Center (CCFC) in San Francisco is successfully meeting the needs in such a neighborhood.

The Center is located in the "Western Addition" of San Francisco, which is undergoing the painful stresses of urban redevelopment--replacing some slum housing with middle-income cooperative housing. Low-cost, public housing units stand next to old flats and older apartment buildings. Many of the families exist on welfare; however, those who are working range from unskilled, poorly paid workers to those in the professions. Approximately 60 percent of the Western Addition population is black; 10 percent is composed of long-time Oriental residents, as indicated by some of the city street signs which are in Japanese as well as English. The remaining 30 percent is either white or an ethnic mixture. The Center itself represents as wide a range of races, economies, and cultures as does the neighborhood.

The Family Center is the direct outgrowth of Nurseries in Cross-Cultural Education (NICE) which maintained three schools for 3 years in the area through a grant from the National Institute of Mental Health (NIMH). When Institute funding ended in 1969, the

demand and need for a replacement for this successful project was so great that families themselves set out to establish their own program. The result was the organization of the Cross-Cultural Family Center and its nursery school program.

MULTICULTURAL UNDERSTANDING

The Family Center is committed to the values of cross-cultural associations. Specifically stated goals for both parents and children include opportunities for:

- A family approach to educating young children
- Development of a positive sense of self-esteem
- Development of an appreciation for their own individual uniqueness and a respect for the individuality of others
- Successful cross-cultural experiences through planning and working together

BEGINNING WITH A PARENT'S CONCERN

Dr. Mary B. Lane has been the guiding light of this multicultural program from the day, 8 years ago, when she received a call from a troubled parent. The young mother was a resident of the cooperative apartment development in St. Francis Square. "The

Square" is part of the redevelopment of the area and is occupied by both black and white middle-income families. Dr. Lane was asked to talk with a group of parents about their problems in interracial living. She felt that hostility and lack of understanding--whether it be in the form of vandalism, verbal abuse, or simply being ignored--could be combated through the efforts of parents working together for the benefit of their children. She envisioned a nursery school for 2-year-olds that would give not only the children an intercultural preschool experience, but also the parents the opportunity to understand and appreciate the cultural differences and viewpoints of their neighbors.

In 1966, after much planning and with the NIMH financial support, the three NICE schools opened their doors to the families of the Western Addition.

STAFF

Where does one find individuals who can be trained in early childhood methods and who can also cope with the stresses of interracial living? Dr. Lane went to the neighborhood she wanted to represent in the nursery schools. From this community, each original NICE nursery school had a professionally trained nursery school leader; an assistant who had experience with children,

though not necessarily as a teacher; and a part-time aide. Either the aide or one of the teachers at each school was a male, and the staffs were racially mixed.

Before the NICE nursery schools opened in the fall of 1966, the staff members received a summer of intensive training on how to cope with particular teaching problems, how to counsel parents, and how to do research. Their approach was absolute acceptance of the child and family as they were, including present behavior patterns, race, and viewpoints. Only from this basis, it was felt, could changes be initiated. When school started, some of the staff had doubts about the approach but continued to talk things through. By the end of the first year they were convinced that this method was a valuable tool.

The existing staff of the Cross-Cultural Family Center includes a head teacher, who was an assistant teacher in NICE, and two assistants, who are mothers trained as part of the original NICE project. They are assisted by various parent volunteers and student teachers from San Francisco State College.

Walking up the sidewalk toward the entrance of the Center is a black father with his young son. Coming from the opposite direction is a mother accompanied by three children: a Caucasian child and two Oriental children. The two groups meet at the door, and the young black boy turns to his dad and says, "See you later. I'll go in with Martha." As the group walks up a flight of stairs from the courtyard, they are busily chattering to one another about what they plan to do first. "I'm going to build a tower," "I'm going to type," "I'm going to swing in the tire," and so on. The youngsters enter the area used for the Center, and immediately two of them head for the play yard. A third hangs up his jacket in his open locker called a "cubby," and the fourth sits down at a table with an Oriental student teacher who is helping the children make collages from glue, construction paper, and many items such as leaves and bright colored bits of cloth and yarn.

The Center is a very large room shaped in a semicircle, with separate areas designated by bookcases, cubbies, and playhouse furniture. In the far corner a Caucasian mother volunteer is sitting on the floor earnestly discussing something about monsters with a young black child. The student teacher is working with the art project. In the playhouse area an Oriental girl and a black girl are having difficulty deciding whether to serve "pancakes" or

PS 004198

"eggs" for breakfast. In another area a Caucasian assistant teacher is helping two children with their typing, one on each side of her.

In the play yard a black assistant teacher is supervising the play of several children of different races. Some are riding tricycles; one is sitting on part of a tree stump pretending to drive a race car. Another young boy tries a lightweight ladder on the highest of three connecting bars. After he realizes it won't reach the bar and the ground at the same time, he hooks it over the middle bar and climbs to the top shouting to the others, "Watch me!" A very small black girl arrives, crying as if her heart were broken. The play yard teacher greets her by name and makes no mention of the tears (the result of not wanting to be separated from her mother). Soon she is in the sandbox sifting and scooping the sand with her hands. An older boy, who had been typing, comes out to tell one of the girls that it is his turn to play in the sand; and almost immediately he has his shoes and stockings off. The play yard teacher reminds him that the shoes and stockings should go in his cubby; he takes them in and is back in a matter of seconds.

and celebrations are held on such days as Japanese Children's Day, Martin Luther King's birthday, Christmas, and other special occasions of many cultures. The school kitchen is an exciting part of the program. Here mothers prepare soul food, Swedish cookies, fortune cookies, sweet and sour pork, Southern fried chicken, special breads and cakes, and many other varieties of food. Folk music, art, and stories from many cultures are an integral part of the program. Trips to an African shop, a German delicatessen, or a Japanese toy store are very special events. For the youngsters and their families, cross-cultural associations have become an enriching way of life.

A FAMILY APPROACH

Dr. Lane has said, "When we enroll a child, we also enroll a family," and since the inception of the program, the multiracial staff has faced problems far beyond the preschool education of the 2- to 5-year-olds. The teachers have become counselors to the parents and have often guided low-income families to the resources in the community for medical, housing, and financial assistance.

From the beginning, parents are encouraged to participate. There is a parents' corner at the Center with comfortable chairs, magazines, and coffee. As parents begin to feel freer about

Back inside, the groups at the various activities and areas have shifted. Now two boys are having a road race with large wooden trucks. The head teacher is sitting on the floor with two children discussing colors, using some sturdy colored wooden shapes which have been stored on the shelf in a basket behind her.

MULTICULTURAL ACTIVITIES

Everything in the Center is child-oriented and child-sized, from the lavatory facilities to the cubbies, which are for each child's own personal things. There are many bookcases which hold a variety of learning and play materials and art supplies. The learning materials include many types of matching games such as lotto, large proportional blocks for math exercises, wooden puzzles, clock faces, library books, blocks for building, and so on. There are also a variety of dolls, playhouse equipment, cars and trucks, and "dress up" items. These materials are all easily accessible to even the youngest child.

The nursery school and the other activities of the Center are designed to foster basic trust, autonomy and initiative, cognitive development, and social competence. By the time the children are 4, they also begin to notice and ask questions about how they differ from one another. Differences are discussed and accepted,

participating, they get together for a "bag lunch day." Originally, the parents ate and chatted with the staff; however, these sessions gradually moved from general talk about children to guided discussions about discipline, sibling rivalry, toy selection, and art and science activities in the home. It wasn't long before the mothers were volunteering as aides, and a system was developed for them to work 1 specific day per week during the summer. Eventually in the fall they took over the schools 1 day a week as teams so that staff could have badly needed research and planning time. A program of "home tasks" was also devised to extend the children's activities into the home and to increase parent involvement in the nursery schools. By the second year, not only were the children thriving in their preschool experience, but also the parents were beginning to want to understand and help each other.

PARENTS RECEIVE VALUABLE TRAINING

In the middle of the second year of the NICE program, because parents were constantly requesting more information on how to work with young children, the project staff decided to offer a 15-week course. The mothers would spend 2 hours a week in a classroom situation and 1 day a week working in the nursery school. The course included sessions on child study, music and fantasy, books

and story-telling, educational trips, toys, and science. The course was so popular that two similar ones were given the following year. In all, about 35 parents participated and earned credits from the extension division of San Francisco State College. These credits gave some mothers the necessary background to work in day care centers and to meet State requirements for a license. One mother has been employed by the San Francisco Unified School District as an instructional aide; one has planned and implemented the kindergarten supplement program for children who have participated in the NICE or CCFC programs; and another is supervising older children in after-school activities and college students who are assisting in the program.

FINANCING IS INVOLVEMENT

The involvement and commitment of parents and staff are what makes the Family Center work. The Center has inherited the equipment and materials of the NICE nursery schools, and the Unitarian Church has contributed the space to house the nursery, the Family Center spending $3,000 per year for space maintenance. Salaries total $10,600 for the head teacher and two part-time assistants, and mothers and student teachers contribute valuable time. Tuition and small donations cover a portion of the costs, supplemented by fund raising of the parents and staff. To increase

funds in 1970, the nursery school began to accept students whose parents can afford to pay the $60 cost per child per month. As a byproduct, the admission of such students has expanded the variety of socioeconomic groups served by the Center.

The cost of replicating a program like the Center would vary, depending upon facilities available and volunteer help.

RESULTS

Children who participate in the Family Center Program seem to be without racial or class prejudice, as evidenced by the fact that, of 31 "best-friend" pairs, more than half were interracial. Children gained a total of nine IQ points--from 102 to 111 on the Stanford Binet--over a 3-year period. Children showed similar gains on the Peabody Picture Vocabulary Test, the California Social Competency Test, as well as staff-developed language behavior scales.

Parents are more open-minded in accepting members of other socioeconomic and racial groups as friends; in their social life, they are crossing racial as well as economic lines. Staff members

rated the mothers on 17 scales which are grouped into the following five major areas: Child Rearing, Social Competence, Adaptability, Intergroup Acceptance, and Use of Community Resources. Data show that the increase in each area is significant. Center families influence many other families with their increased understanding through open meetings, social affairs, and parent membership in various community organizations. Parents' understanding of their children increases as well as their ability to handle child-rearing problems.

Another contribution of the program has been the development of materials, including films and the 60 "Home Tasks," which are useful to other projects concerned with preschool child development and projects such as Head Start which deal specifically with disadvantaged children. Also, the staff has compiled a list of suggested materials and processes for a multicultural curriculum that should prove valuable for any project director or staff wanting to capitalize upon and/or extend the work which the CCFC is doing.

FOR FURTHER INFORMATION

For further details about this program, arrangements to visit, or information about materials, contact Dr. Mary B. Lane, San Francisco State College, San Francisco, California 94132.

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 409-462

MODEL PROGRAMS--Childhood Education

This is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December 1970. Following is a list of the programs and their locations:

The Day Nursery Assn. of Cleveland, Ohio
Neighborhood House Child Care Services, Seattle, Wash.
Behavior Analysis Model of a Follow Through Program, Oraibi, Ariz.
Cross-Cultural Family Center, San Francisco, Calif.
NRO Migrant Child Development Center, Pasco, Wash.
Bilingual Early Childhood Program, San Antonio, Tex.
Santa Monica Children's Centers, Calif.
Exemplary Center for Reading Instruction, Salt Lake City, Utah
Dubnoff School for Educational Therapy, North Hollywood, Calif.
Demonstration Nursery Center for Infants and Toddlers, Greensboro, N.C.
Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Center for Early Development and Education, Little Rock, Ark.
DOVACK, Monticello, Fla.
Perceptual Development Center Program, Natchez, Miss.
Appalachia Preschool Education Program, Charleston, W. Va.
Foster Grandparent Program, Nashville, Tenn.
Hartford Early Childhood Program, Conn.
Philadelphia Teacher Center, Pa.
Cognitively Oriented Curriculum, Ypsilanti, Mich.
Mothers' Training Program, Urbana, Ill.
The Micro-Social Preschool Learning System, Vineland, N.J.
Project PLAN, Parkersburg, W. Va.
Interdependent Learner Model of a Follow Through Program, New York, N.Y.
San Jose Police Youth Protection Unit, Calif.
Model Observation Kindergarten, Amherst, Mass.
Boston Public Schools Learning Laboratories, Mass.
Martin Luther King Family Center, Chicago, Ill.
Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio
University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii
Springfield Avenue Community School, Newark, N.J.
Corrective Reading Program, Wichita, Kans.
New Schools Exchange, Santa Barbara, Calif.
Tacoma Public Schools Early Childhood Program, Wash.
Community Cooperative Nursery School, Menlo Park, Calif.